



Colonel Allensworth

State Historic Park

August 1976

General Development Plan and Resource Management Plan



State of California — The Resources Agency
DEPARTMENT OF PARKS & RECREATION

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**COLONEL ALLENSWORTH
State Historic Park
GENERAL DEVELOPMENT PLAN
and
RESOURCE MANAGEMENT PLAN**

August 1976
Reprinted
November 1977

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DEPARTMENT OF PARKS AND RECREATION

STATE PARK AND RECREATION COMMISSION

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Resolution 23-76

**Resolution adopted by the
CALIFORNIA STATE PARK AND RECREATION COMMISSION
at its regular meeting in Bakersfield
May 14, 1976**

WHEREAS the Director of the Department of Parks and Recreation has presented to this Commission for approval the proposed General Development Plan and Resource Management Plan for Colonel Allensworth State Historic Park; and

WHEREAS this reflects the long-range development plan so as to provide for the optimum use and enjoyment of the unit as well as the protection of its qualities;

NOW, THEREFORE, BE IT RESOLVED that the State Park and Recreation Commission approves the Department of Parks and Recreation's General Development Plan and Resource Management Plan titled "Revised Preliminary and dated April 1976," subject to such environmental changes as the Director of Parks and Recreation shall determine advisable and necessary to implement the carrying out of the provisions and objectives of said plan.

CONTENTS

	PAGE
CHAPTER I — INTRODUCTION	1
Project Description	3
Project Background	5
Project Purpose	6
CHAPTER II — RESOURCE EVALUATION AND ANALYSIS	9
CHAPTER III — RESOURCE MANAGEMENT PLAN	13
Introduction	15
Resources Summary	16
Declaration of Purpose	16
Declaration of Management Policy	16
CHAPTER IV — GENERAL DEVELOPMENT PLAN	17
Land Use Plan	19
Proposed Development	23
Concessions	28
Carrying Capacity	29
Interpretive Program	31
CHAPTER V — ENVIRONMENTAL IMPACT REPORT	43
Bibliography	48
Appendix — Environmental Living Program	49

List of Figures

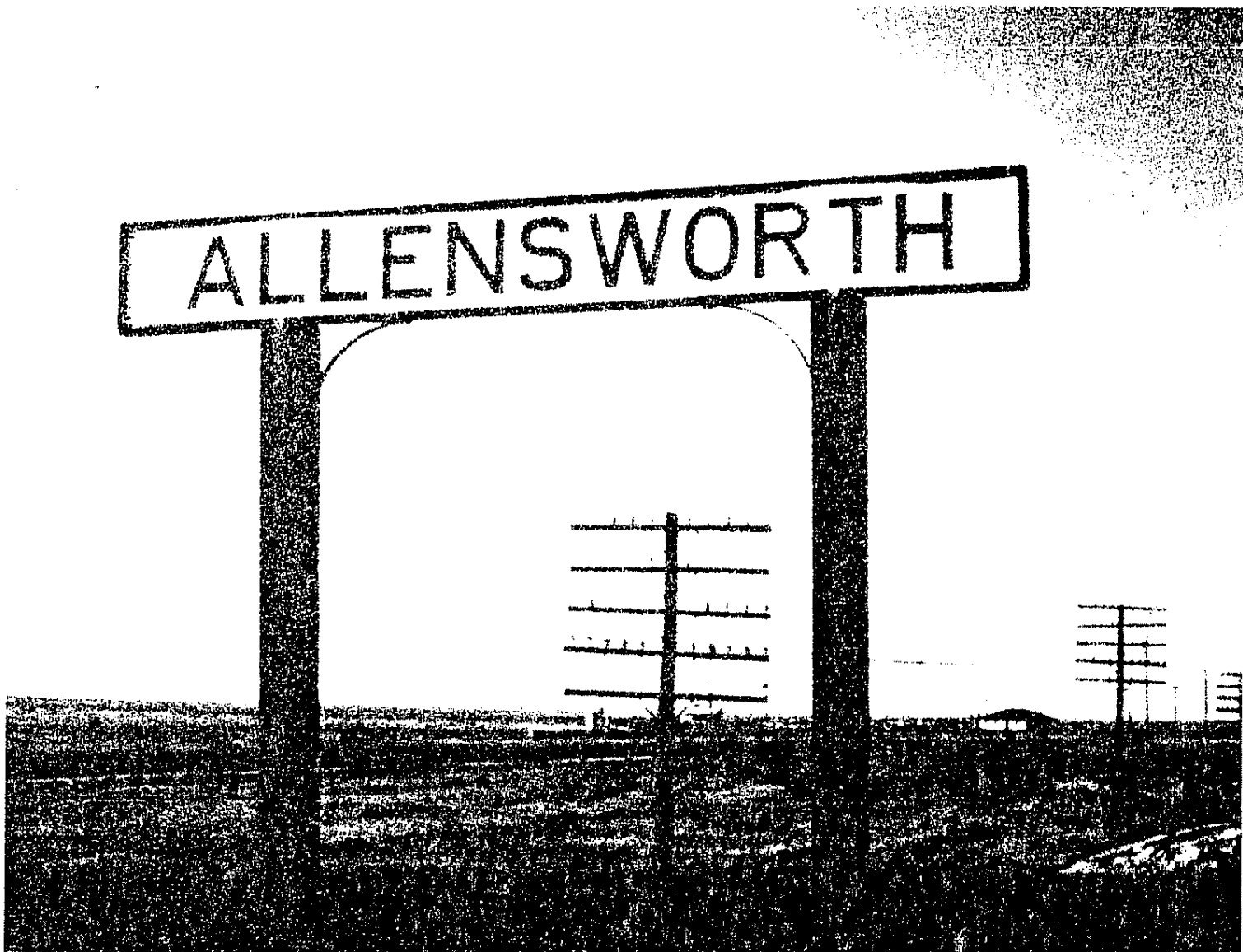
Figure 1 — Location Map	4
Figure 2 — Vicinity Map	6
Figure 3 — Land Use Plan	21
Figure 4 — General Development Plan	41

List of Photographs

Allensworth sign on the railroad	3
Colonel Allensworth as a chaplain	8
Allensworth school house	11
Allensworth school desk	12
Colonel Allensworth house	15
Colonel Allensworth	19
Agricultural activities of the interpretive period	20
Colonel Allensworth house today	23
Typical transportation of the interpretive period	24
An Allensworth house	26
Livestock at Allensworth, 1911	27
Colonel and Mrs. Allensworth	30
School children of Allensworth, 1911	33
Resident of Allensworth, 1911	34
People of Allensworth	36

I INTRODUCTION





Allensworth sign on the railroad

Courtesy of Margaret Wheaton

Chapter I INTRODUCTION

Project Description

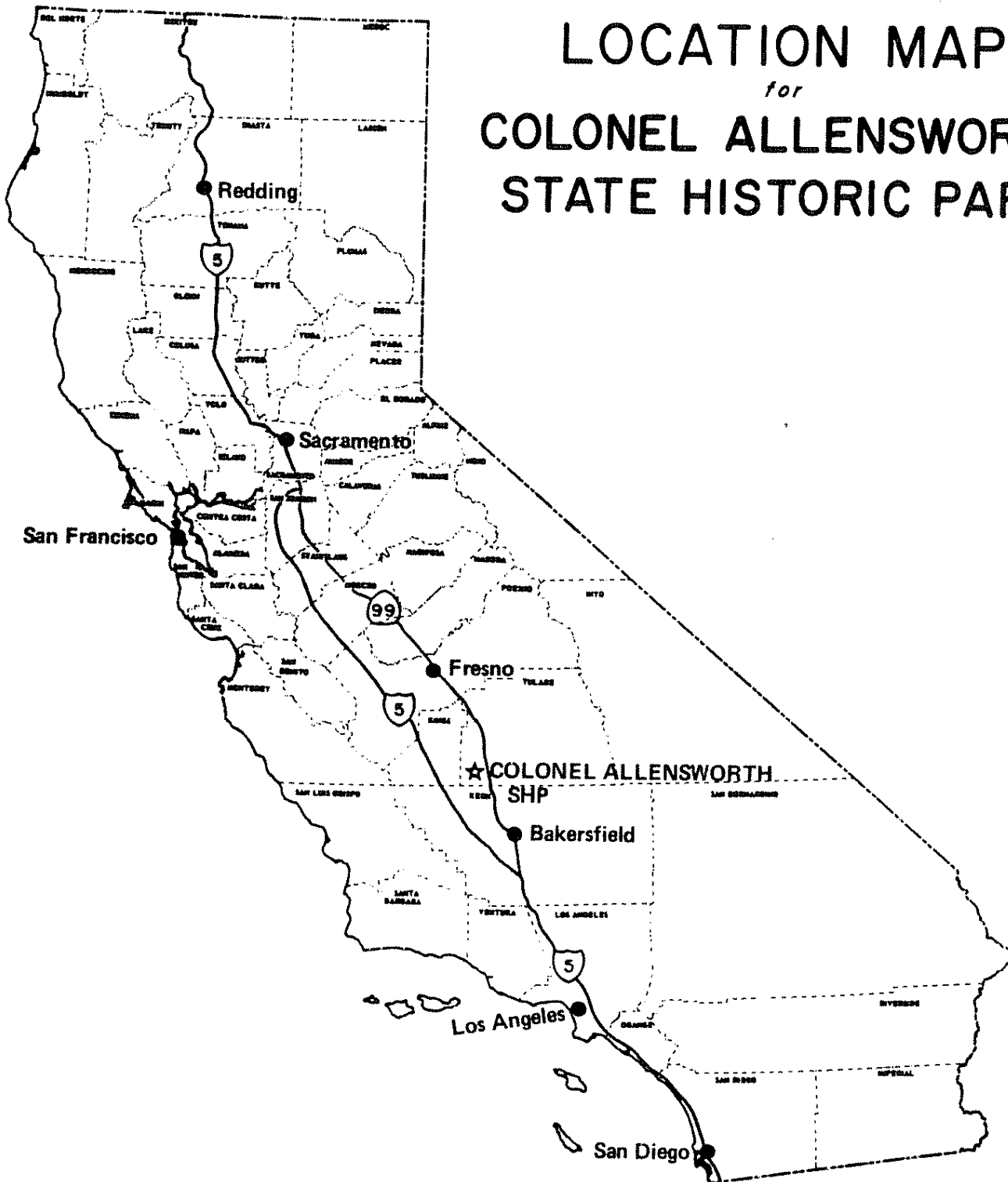
Allensworth was founded in 1908 by Colonel Allen Allensworth, an ex-slave who became one of the most articulate and best known Black leaders of his day. His objective in founding and colonizing the town, which was named in his honor, was to provide an environment in which Black people could live and develop with decency and self-respect.

The town is now to be developed as the state of California's first historic park that gives recognition to the contribution of Black pioneers in the development of the state. As proposed, the 240-acre park will consist of 75 acres devoted primarily to the historic aspects of Allensworth, 50 acres to be used for visitor support facilities, and 115 acres to be used as an agricultural buffer zone.

Allensworth is located in the southern San Joaquin Valley on State Highway 43, eighteen miles south of Corcoran and approximately the same distance north of Wasco. Its closest neighboring towns are Earlimart, located on State Highway 99 about 11 miles due east; and Alpaugh, located about 6 miles west on County Road J-22. Allensworth is approximately 75 miles south of Fresno and 38 miles north of Bakersfield. Allensworth is within the one-to-four-hour travel time zone of Bakersfield, Fresno, Los Angeles, Santa Barbara, Stockton, and Sacramento.

FIGURE 1

LOCATION MAP *for* COLONEL ALLENSWORTH STATE HISTORIC PARK



Project Background

In 1968 it was brought to the attention of the Department of Parks and Recreation that the California State Park System was deficient in historical preservation and interpretive programs giving attention to the role played by Black citizens in the development of California. The Department asked Historical Societies of San Francisco, Oakland, Los Angeles, the NAACP and noted historians of Black history throughout California for research pertaining to a major location that would be representative of the role and contributions Blacks have played in the development of California. Their conclusion was that Allensworth was one of the best examples of the contribution Blacks made in the development of California.

The Senate Concurrent Resolution No. 124, filed with the Secretary of State, August 13, 1969, expressed legislative support of efforts of the State Department of Parks and Recreation to preserve the townsite of Allensworth in Tulare County.

Senate Bill No. 557, authored by Senator Dymally, was signed by Governor Reagan on September 18, 1970. This bill called for the Department of Parks and Recreation to conduct a study of the feasibility of acquiring and developing the historical townsite of Allensworth in Tulare County as part of the State Park System. It also called for the Director of the Department to appoint a Citizens Advisory Committee of 25 members to assist and advise the Department with respect to the park project.

A report was prepared by the Department of Parks and Recreation and approved by the Secretary for Resources, Norman Livermore, on November 17, 1971, that indicated that the Allensworth Historical Project was of statewide historic significance and should be included as a unit of the State Park System.

Initial funding for acquisition became available in July of 1972 with an appropriation of \$200,000 under Assembly Bill 562. The \$200,000 proved to be inadequate to complete the acquisition. In 1974, Senate Bill 907 provided an additional \$300,000 to complete the acquisition.

In January 1974, the State Park and Recreation Commission classified the park at Allensworth as Colonel Allensworth State Historic Park.

In 1973, Willis Research and Development, Incorporated, was retained as a planning consultant to prepare a General Development Plan for Allensworth. This General Development Plan was presented for approval to the State Park and Recreation Commission at its meeting in Los Angeles on July 12, 1974. The plan was not approved by the State Park and Recreation Commission because they felt that the extensive recreation development proposed in the plan would detract from the historic integrity of Allensworth. A modified plan prepared by the Department was presented to the Commission in April 1975 in Fresno and was rejected for the same reason.

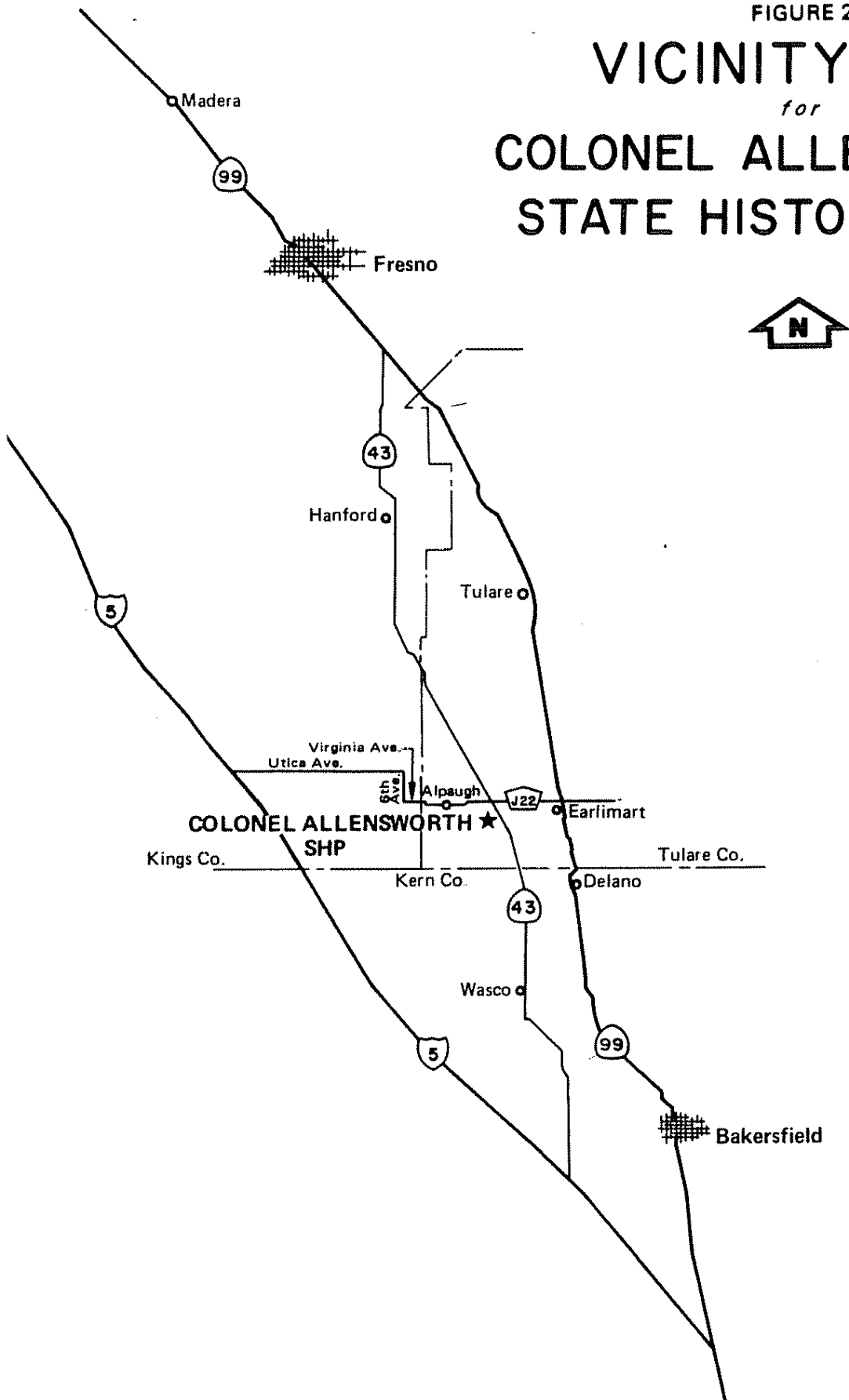
In the 1974-75 fiscal year, funding of \$258,700 was provided for the reconstruction of the Colonel Allensworth residence, restoration of the Allensworth School, purchase of a sanitary trailer, purchase of a visitor orientation trailer, and development of related utilities.

The 1975-76 funding of \$300,000 will provide for reconstruction of a general store/post office, railroad ticket office and drugstore and development of a 30-car parking lot, a 25-unit picnic area, shade structures, 1 acre of turf, interpretive display panels, agriculture exhibit shed and related utilities. This is the extent of current state funding.

Initial public use facilities will be of a temporary nature and will be centrally located within Allensworth. Future development of visitor support facilities will be located outside the historic zone.

FIGURE 2

VICINITY MAP *for* COLONEL ALLENSWORTH STATE HISTORIC PARK



Project Purpose

Colonel Allensworth State Historic Park was established for the primary purpose of providing to all Californians and all Americans an example of the achievements and contributions Black Americans have made to the history and development of California and the nation. Its aim is to perpetuate for public use and enjoyment the township called Allensworth, dedicated to the memory and spirit of Colonel Allen Allensworth, a distinguished Black pioneer of California.

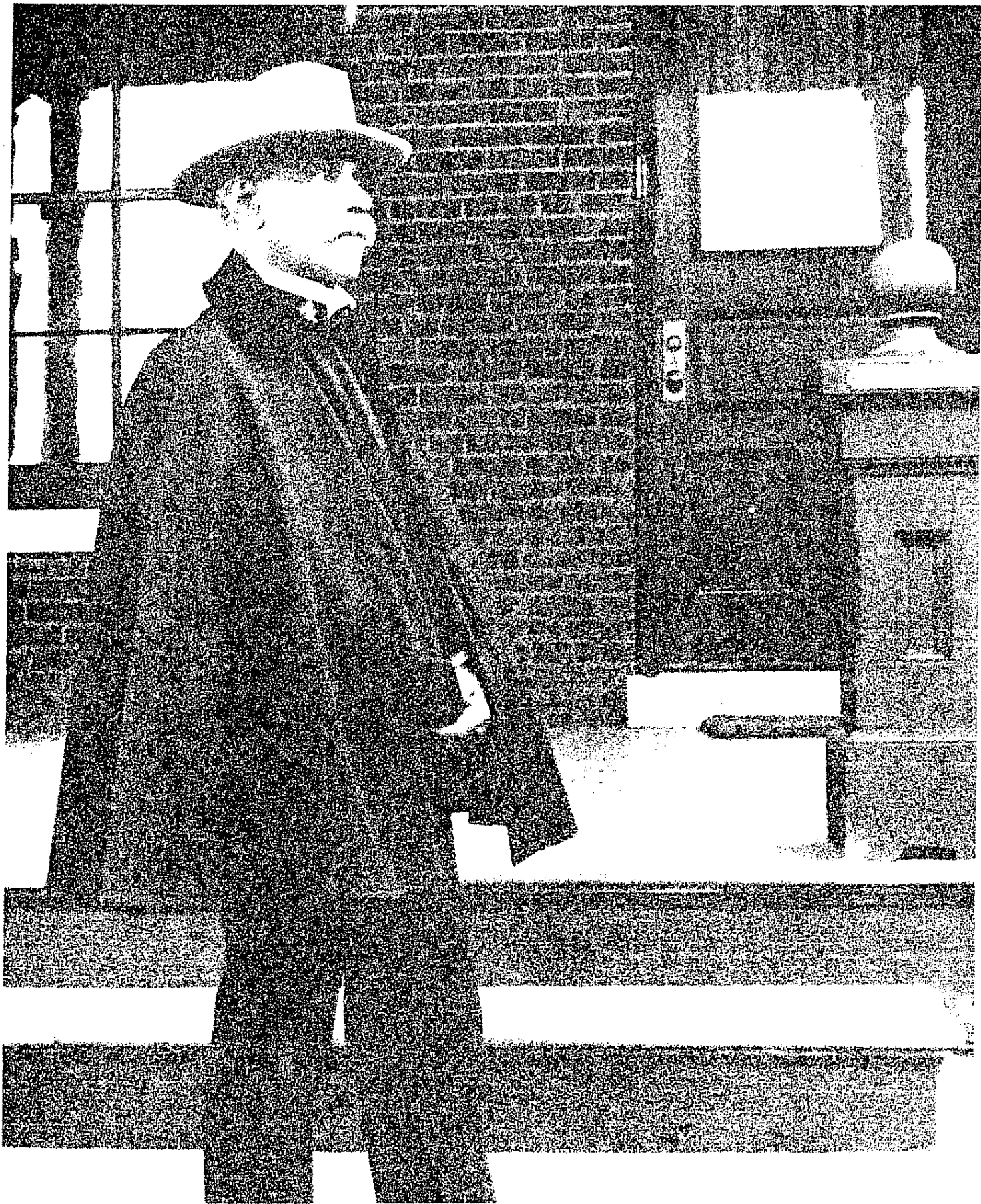
There is a need to provide a positive image for Black people in California and across the country. Too often Black people have been portrayed as lazy, unambitious, culturally deprived, without imagination and without past achievements. This project will provide an important example that will cause Black people to look with pride and inspiration at the achievements and contributions of those who came before in a time that was difficult for all Black people.

There is a need for the economic improvement and employment of Blacks in California. The participation of Black people in the planning and employment in the Allensworth project will help in this respect.

The involvement of Blacks in the planning and operation of Colonel Allensworth State Historic Park will provide a more effective interpretation of the values, life-style and contributions of Black people.

The development and management objectives of Colonel Allensworth State Historic Park are as follows:

1. To restore the historic townsite of Allensworth, to provide adequate support facilities, to maintain open space and buffer areas so that the total represents the general conditions of the 1908-1918 interpretive period.
2. To provide an opportunity to enjoy a wide range of cultural and educational experiences in a historical setting.
3. To develop a vehicle exemplifying Black history in California and provide an opportunity for the improvement of race relations in the United States.
4. To manage the resources of the project in a manner that will ensure preservation of the integrity of the historic townsite.



Colonel Allensworth as a chaplain

II RESOURCE EVALUATION AND ANALYSIS





Allensworth school house

Courtesy of Margaret Wheaton

Chapter II RESOURCE EVALUATION AND ANALYSIS

The 1968 *California State Park System Plan* divides California history into six periods that correspond to the major cultural influences in California's development. They are the Indian, Spanish, English, Russian, Mexican, and American periods.

The classification "American" makes no distinction between Americans of European ancestry and those of African ancestry. That is, the unique historic and cultural experience of Afro-Americans is not specifically identified or classified. More important, however, is the fact that none of the state-owned historical sites classified as American interprets the Afro-American experience or contribution to California history.

While the State Park System may appear to have ample representation of the American period, it is, in fact, totally deficient with respect to Afro-American culture. In view of this deficiency, the historic and cultural resources of Allensworth are seen as the primary resources of the project and rank first in priority.

More specifically, Allensworth — in its settlement; its social, educational, and political development; its architecture and dwellings; its agriculture and economic life — exemplifies most of the cultural elements considered (by the 1968 *Plan*) to be important and worthy of interpretation. This further strengthens the conclusion that the historic and cultural resources of the project are primary.

Insofar as the visual resources support the historic atmosphere of Allensworth, these are considered the second most important set of resources. The local access roads to Allensworth should visually prepare the visitor for the experience of the park. Similarly, the areas surrounding the project to the west and south will have significant visual impact.

The fact that two endangered animal species are known to inhabit the general vicinity suggests that the ecological resources rank next in priority. Neither the San Joaquin kit fox nor the blunt-nosed leopard lizard can tolerate further large-scale intrusions on their habitat without severely diminishing their numbers.

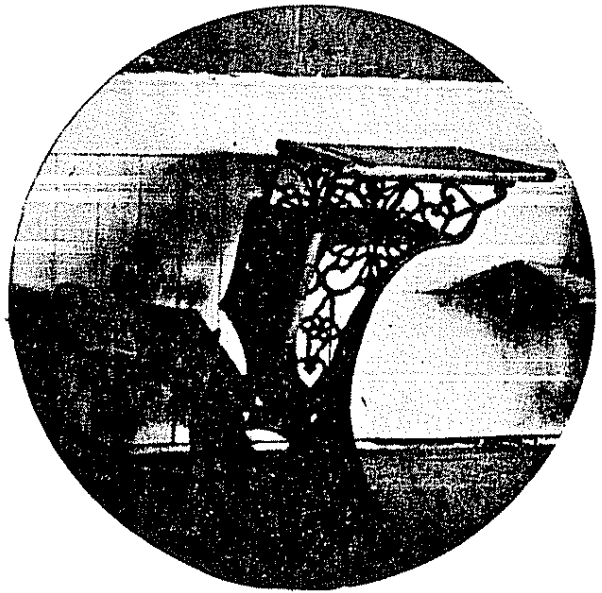
Archeological resources are minimal as they relate directly to Allensworth. However, those from the surrounding area appear worthy of note. Archeological finds in areas surrounding Allensworth, if they can be obtained, might be worthy of display in some type of museum as an example of archeological resources "in the vicinity of Allensworth."

Geological and hydrological resources rank lowest in value in this project. This doesn't mean they are not inherently valuable resources; however, other examples are available and these are not the unique resources of Allensworth.

In short, the most important and most significant feature of the Allensworth project is its unique historic and cultural contribution. Natural resources rank after human ones in this case, and those natural resources that tend to support the historic setting directly rank before those that do not.

In summary, the resources of Allensworth ranked in order of importance are as follows:

1. Historic and cultural
2. Scenic and natural
3. Ecological
4. Archeological
5. Geological and hydrological



III RESOURCE MANAGEMENT PLAN





Colonel Allensworth house

Chapter III RESOURCE MANAGEMENT PLAN

Introduction

Colonel Allensworth State Historic Park is an historical unit of the State Park System. It is located in the southern San Joaquin Valley on State Highway 43, 18 miles south of Corcoran and approximately the same distance north of Wasco. Its closest neighboring towns are Earlimart, located on Highway 99 about 11 miles due east; and Alpaugh, located about six miles west of Allensworth on County Road J-22. Allensworth is approximately 75 miles south of Fresno and 38 miles north of Bakersfield.

Its history relates specifically to the leadership of Colonel Allen Allensworth — a former slave whose determination to rise above racial discrimination led to his obtaining the military rank of Lieutenant Colonel in the United States Army — the Colonel's associates, and the people who worked with him to establish a sound social and economic base for Black people in California. The vision that the Colonel and his associates shared was to found a Black colony in California in which people who were subject to de facto discrimination could rise above the difficulties which beset their race in their times and during the period of the founding of the town of Allensworth.

The acquisition, for purposes of development of Colonel Allensworth State Historic Park, was a result of a widespread determination among certain Black people and others perceiving a need for interpreting such a significant aspect of California history as the dream of Colonel Allensworth. Legislative action began with Senate Bill 557 leading to a Department of Parks and Recreation feasibility study. In 1972, an historical boundary within Allensworth was recorded on the National Register of Historic Places. Following this, Assembly Bill 562 was passed and approved by former Governor Reagan, directing the Department of Parks and Recreation to initiate acquisition of the townsite together with peripheral lands.

The Department of Parks and Recreation is in the process of expanding its current property holdings to some 240 or so acres for preservation, development, and interpretation of the town of Allensworth, California, as a State Historic Park.

Resources Summary

The principle resources, of the legal categories defined in the Public Resources Code, are cultural at this unit; natural and recreational resources are not paramount at Allensworth. Of the cultural resources currently possessed by the state, there are the following: Those structures above the ground that are structurally intact including the Allensworth School, Colonel Allensworth's residence, and Singleton's General Store; those with visible foundation remaining such as the First Baptist Church; and those sites identified as former structures at Allensworth.

Relative to natural and recreational resources, as noted above, Allensworth has no outstanding qualities. From a natural standpoint, Allensworth possesses the scenic characteristics typical of its geographical region in the San Joaquin Valley. Basically, these resources relate to a flat alluvial deposit with perspective on surrounding farm and ranch holdings. There are no recreational resources at Allensworth other than the participation in an historical environment, which must be developed to realize its full potential.

Historical theme identification places Allensworth in the American Era relating to cultural development, social history, life-styles, and social and humanitarian movements of the California History Plan. Present resources relating to the theme consist primarily of a few remaining buildings in an agricultural environment. Landscaping must be provided along with appropriate architectural and related environmental design elements in order to develop the unit properly.

While conditions at Allensworth today are characterized by deterioration and depressed economic conditions, the value of the area is of transcendent historical importance because it represents, as the first community in California established, inhabited, and governed by Blacks, a significant pioneering effort in social reform taken by one of America's ethnic minorities.

Declaration of Purpose

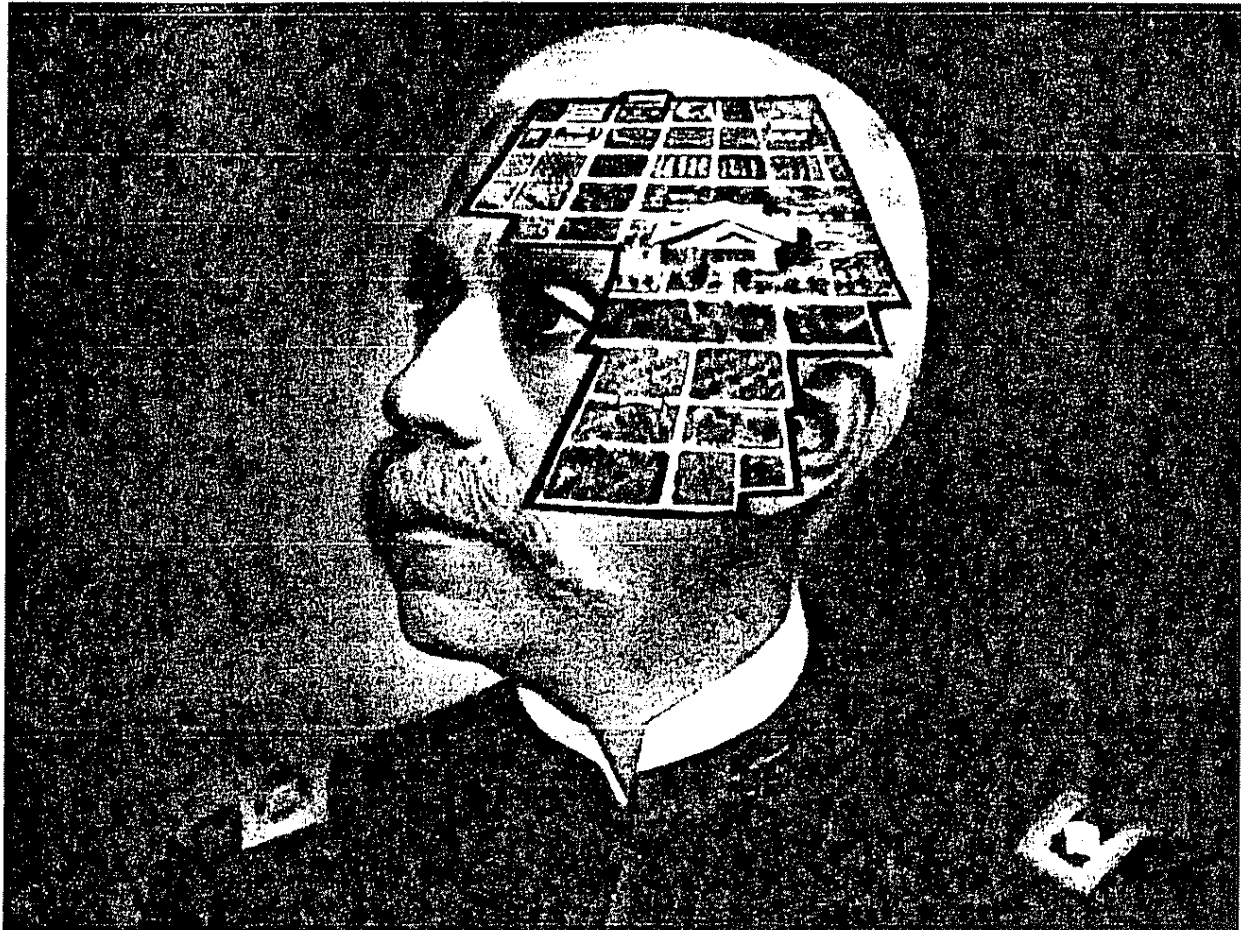
The purpose of Colonel Allensworth State Historic Park is to make available to people forever the town that was a major attempt in the early 1900s of a minority ethnic group, specifically Black Americans, to establish a sound social and economic base in California. Appropriate recognition will be given in the Historic Park to the vision of Colonel Allen Allensworth and his associates in conceiving such an establishment. The function of the Department of Parks and Recreation is to preserve, restore, reconstruct, and interpret significant buildings and environments in the town of Allensworth, and to maintain and manage these resources in a manner consistent with the purpose of the unit.

Declaration of Management Policy

In dealing with the resources of Colonel Allensworth State Historic Park, the Department shall first preserve what remains of the original town during its prime period of 1908 to 1918, then restore those elements of the town where physical remains are sufficient for that purpose, and finally, reconstruct those buildings, facilities, and their environments which are significant to the interpretation of the original town so that the physical appearance and atmosphere of Allensworth of the prime period is established. The preservation, restoration, reconstruction, and interpretation of resources at Allensworth will be guided by the flow of history concept, as endorsed by the State Park Commission on September 14, 1973. The emphasis on all public uses will be directed toward obtaining a public awareness and understanding of the Allensworth achievement and its relationship to historical and social progress in California and America. Recreation facilities may be used to enhance the public understanding, in general, of the Allensworth story, but must be kept outside the area of the original townsite. Interpretation at Allensworth will have, as its prime objective, the furthering of human understanding among ethnic groups based on the concepts of telling, explaining, and elaborating upon the Allensworth story relative to today's conditions and events. The Department will involve the Black community in all efforts related to the project. All activities conducted at Allensworth will be carried out in accordance with the Resource Management Directives of the Department.

IV GENERAL DEVELOPMENT PLAN





"FROM THIS VISION YOU SEE IN MY HEAD
I FOUNDED THE TOWN OF ALLENSWORTH"

Chapter IV GENERAL DEVELOPMENT PLAN

Land Use Plan

The project site has been divided into three distinct land use areas; a) historic townsite, b) support facilities, c) agricultural area.

- a) The historic townsite area encompasses the historic development that existed in the 1908-1918 interpretive period. However, this boundary does not coincide with the boundary of the National Register of Historic Places, National Park Service. An application for revision to the National Park Service will be necessary to reflect the Department's proposed historic townsite boundary.

All modern vehicular traffic (excluding service vehicles) will be prohibited from the historic townsite. Only period type transportation will be allowed to travel the reconstructed original oiled roads.

A contact with AMTRAK indicates that a passenger stop at Allensworth can be arranged when the need arises. The train could stop at the ticket station, which is to be reconstructed with available funds. The tracks are adjacent to the town, so visitors arriving by train could proceed on foot, or, in time, a horse and buggy conveyance could be provided.

Entrance to the historic townsite will be through the orientation and interpretive building.

- b) The support facilities area is divided into two sections. One will provide visitor support facilities; the other will be used as the park service area. This area is located along the park bypass road at the eastern edge of the project boundary. The visitor support section is north of the townsite and the service area is south of the townsite. These facilities are being located where they will have the least impact on the historical integrity of the townsite.

The Department of Parks and Recreation is working with the county of Tulare with a zoning concept to try to preserve the visual/historical relationship of the site to the surrounding area. This is an important concern since the visual character on the approach routes could help the success of conveying the historical message of the townsite to the visitor.

- c) The agricultural area provides an important interpretive opportunity and buffer zone helping to preserve the historical integrity of the townsite. The establishment of an agricultural management area will reflect general conditions around the historic townsite that existed during the 1908-1918 interpretive period. It will be necessary for the Department to submit an application to the National Park Service to modify the boundary of the Allensworth historic agricultural site listed on the National Register of Historic Places to coincide with the boundary of the agricultural area.



Agricultural activities of the interpretive period

Courtesy of Royal Towns

LAND USE PLAN

LEGEND

HISTORIC TOWNSITE

Restoration and reconstruction of the historic townsite to reflect the 1908 to 1918 interpretive period.

SUPPORT FACILITIES

Development of contemporary support facilities for the operation and use of the historic townsite.

AGRICULTURAL AREA

Establishment of an agricultural management area to reflect general conditions outside of the historic townsite during the 1908-1918 interpretive period.

SCALE IN FEET

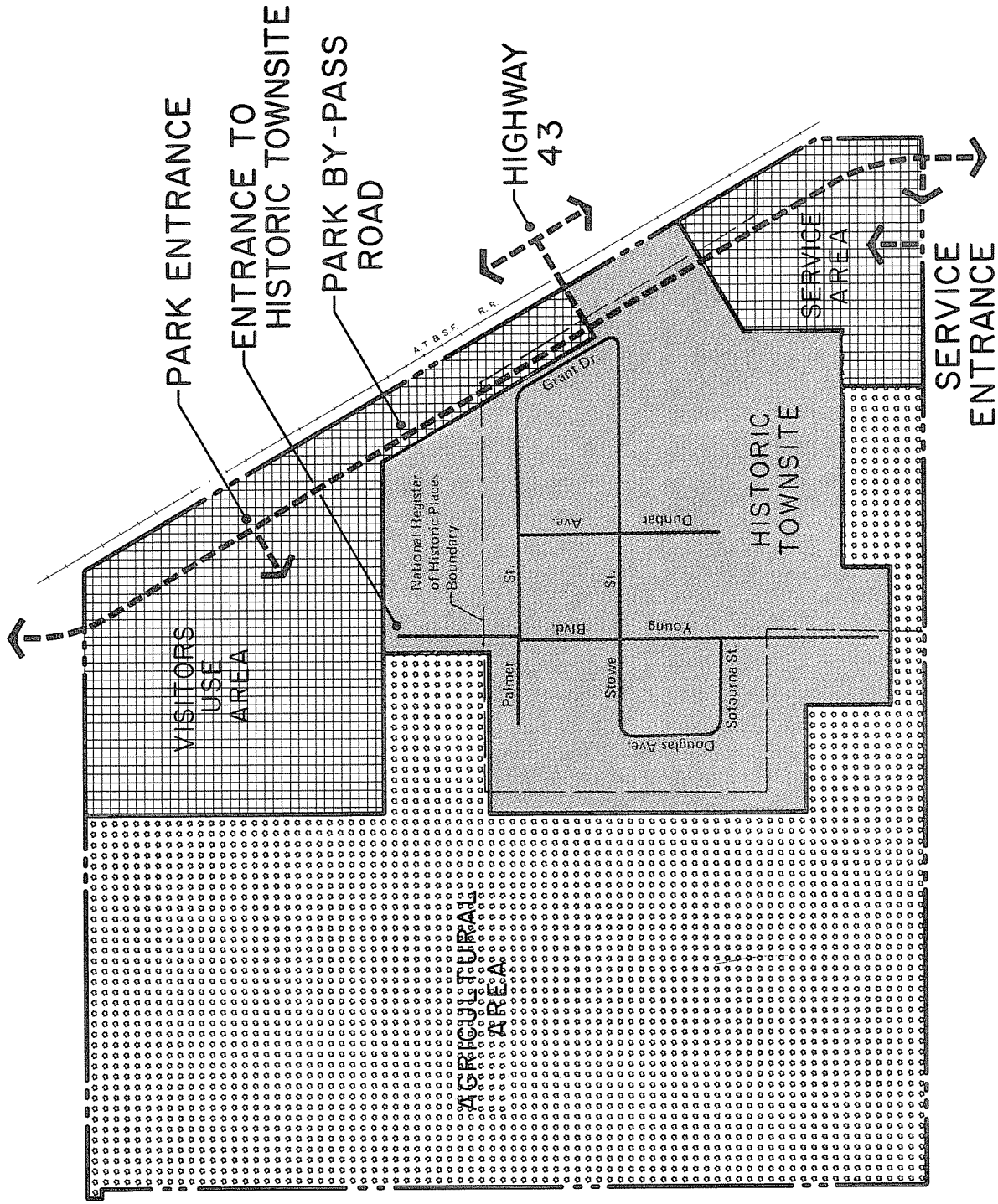


FIGURE 3

Proposed Development

Historic Townsite

Facility Restoration and Reconstruction

The Colonel Allensworth State Historic Park has some thirty historic buildings which should be restored or reconstructed.

Allensworth Elementary School. The Allensworth Elementary School is located at the west end of the historic townsite and is the largest of the historic structures on the site. The Allensworth School was erected in 1914 by a bond issue of the people of Allensworth at a cost of \$5,500, a large sum at that time for a county school. From its inception in 1914, the facility possessed all of the most modern educational equipment available. The Allensworth School was in operation from 1914-1972.

The Allensworth School will serve as a 'house museum' of the materials of a regular county school circa 1915. This museum will be open to the public for visitation. The grounds of the building will be landscaped to fit the interpretive period.

The Mary Dickinson Memorial Library. The Mary Dickinson Memorial Library is located in the northwest section of the town, approximately 625 feet north of the school. The building has a dual history.

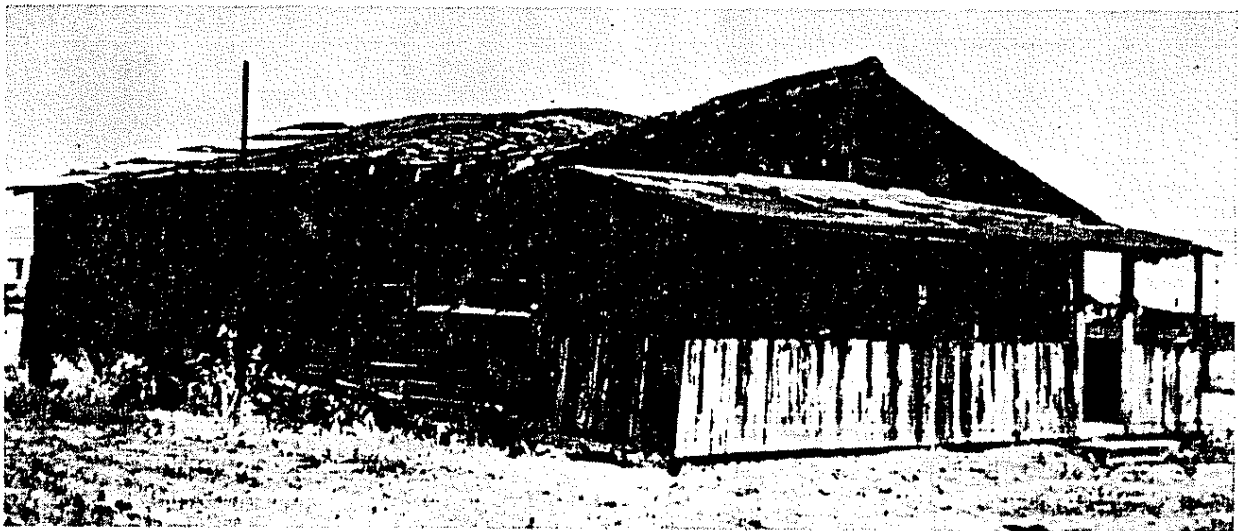
From 1909 to 1914, this building served as the Allensworth School. The building was owned by Mrs. Allensworth, the wife of the Colonel. At the time this building served as the school it was located on Stowe Street, east of the Stockett House.

Upon completion of the new school, this building was moved to a new site, and renamed the Mary Dickinson Memorial Library, which was refurbished by Mrs. Allensworth for use as a library.

The library will serve the Colonel Allensworth State Park in two capacities; first, it will be used as a reading room, and second as an area for exhibiting Black art works.

Colonel Allensworth House. The Allensworth House is located at the corner of Dunbar Avenue and Sotourna Street, facing east. A rather simple, four-room house with a screened porch, it was built in 1911 as the home for Colonel and Mrs. Allen Allensworth.

The home will be restored as a 'house museum' containing furnishings of the period circa 1910, and will display the collections of Colonel Allensworth as both a military man and a minister of the gospel.



Colonel Allensworth house today

Courtesy of Margaret Wheaton

Allensworth Hotel. The Allensworth Hotel was located at the north end of Dunbar Avenue, on Palmer Street. The hotel was built in 1911 by Mr. and Mrs. John Morris, who were its proprietors for a number of years.

The Allensworth Hotel is to be reconstructed to its appearance circa 1913. Its purpose, in addition to being one of the basic restorations, will be to serve the park as an overnight facility for visitors. The interior of the structure will be furnished with contemporary materials. The structure had a restaurant which will also be in operation within the hotel.

The hotel will be constructed as a concession facility.

Hindsman's General Store. Hindsman's General Store, the largest store in town, was located at the corner of Palmer Street and Grant Drive. Mr. Z. Hindsman and his wife constituted the firm of Z. M. Hindsman and Company. The firm carried a large stock of general merchandise.

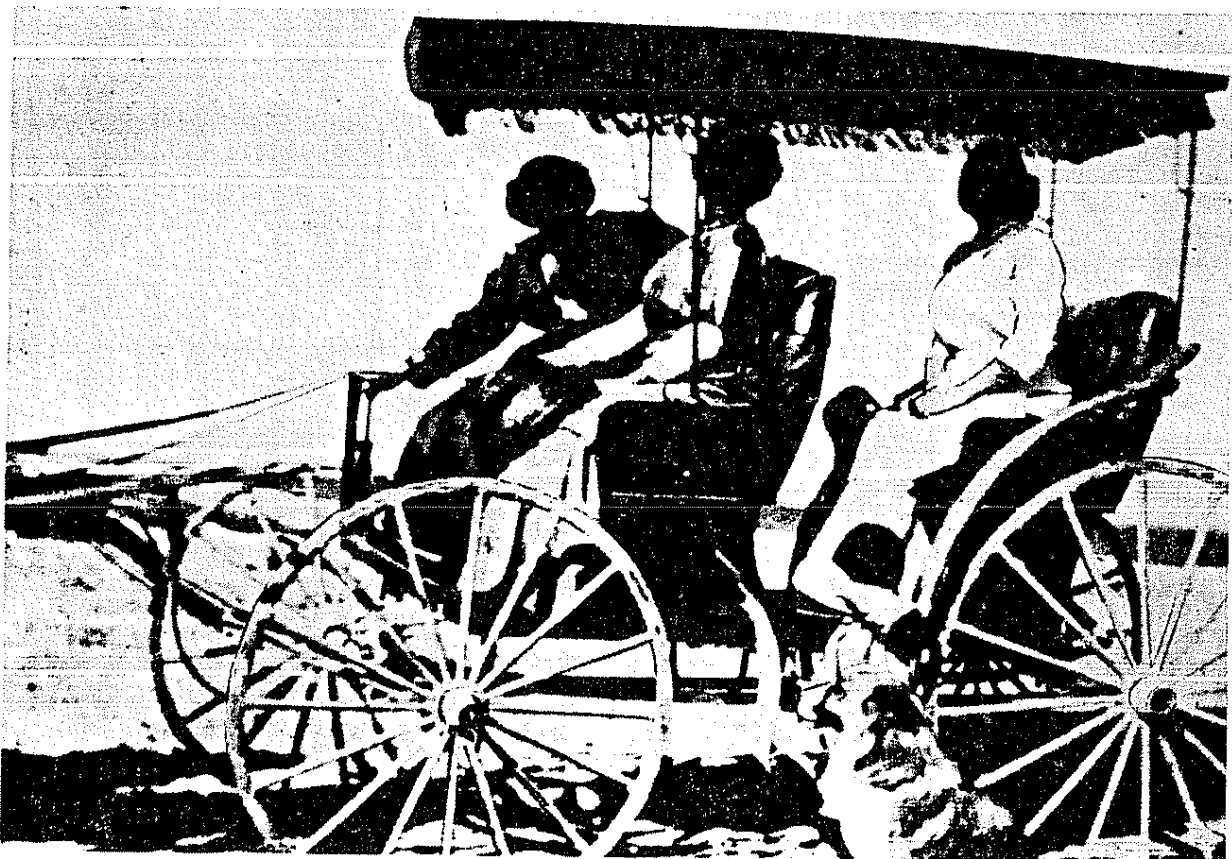
First Baptist Church. The First Baptist Church was located on the corner of Stowe Street and Young Boulevard. Many of the residents of the community belonged to this church.

The Baptist congregation met in this building from 1918 through the late 1930s, when most of the people had moved away. The church will serve as a place for worship.

The Blacksmith Shop. Ownership and date of construction of the smithy are yet to be determined.

Dotson Restaurant. The Dotson Restaurant was owned and operated by Mr. and Mrs. W. H. Dotson. The restaurant was located on Dunbar Avenue, between Stowe and Sotourna streets. It will serve the park as a concession facility.

Carter's Livery Service. The livery service was owned and operated by Elmer Carter. His service provided the people with transportation by horse and buggy. He owned horses and surreys which the people of Allensworth used quite extensively. The livery service will provide horse-drawn transportation for visitors touring Allensworth.



Typical transportation of the interpretive period

Courtesy of Royal Towns

Singleton General Store/Post Office. Singleton's General Store was located on the corner of Palmer Street and Dunbar Avenue, south of the Bicker's store. Owned and operated by Joshua Singleton and family, this store was opened in late 1911.

The store was basically a grocery, dealing in foodstuffs and sundries. Eventually, weigh scales for wagons were placed in front of the store and later, when automobiles began to arrive in town, a gas pump was installed.

Mr. Singleton served as the postmaster in 1915-1919. However, the post office was located in his store from 1912-1919.

The Singleton General Store/Post Office will be restored to its appearance circa 1913, and could serve as a house museum or concession facility.

Bickers General Store. This store, belonging to Mary Jane Bickers, was located east of the hotel, directly across the street.

The Bickers store was the first store in Allensworth. It opened for business in 1909 and also was the first site of the post office. Mrs. Bickers remained in business until 1912, when she moved back to Bakersfield.

The store will be constructed as a concession facility.

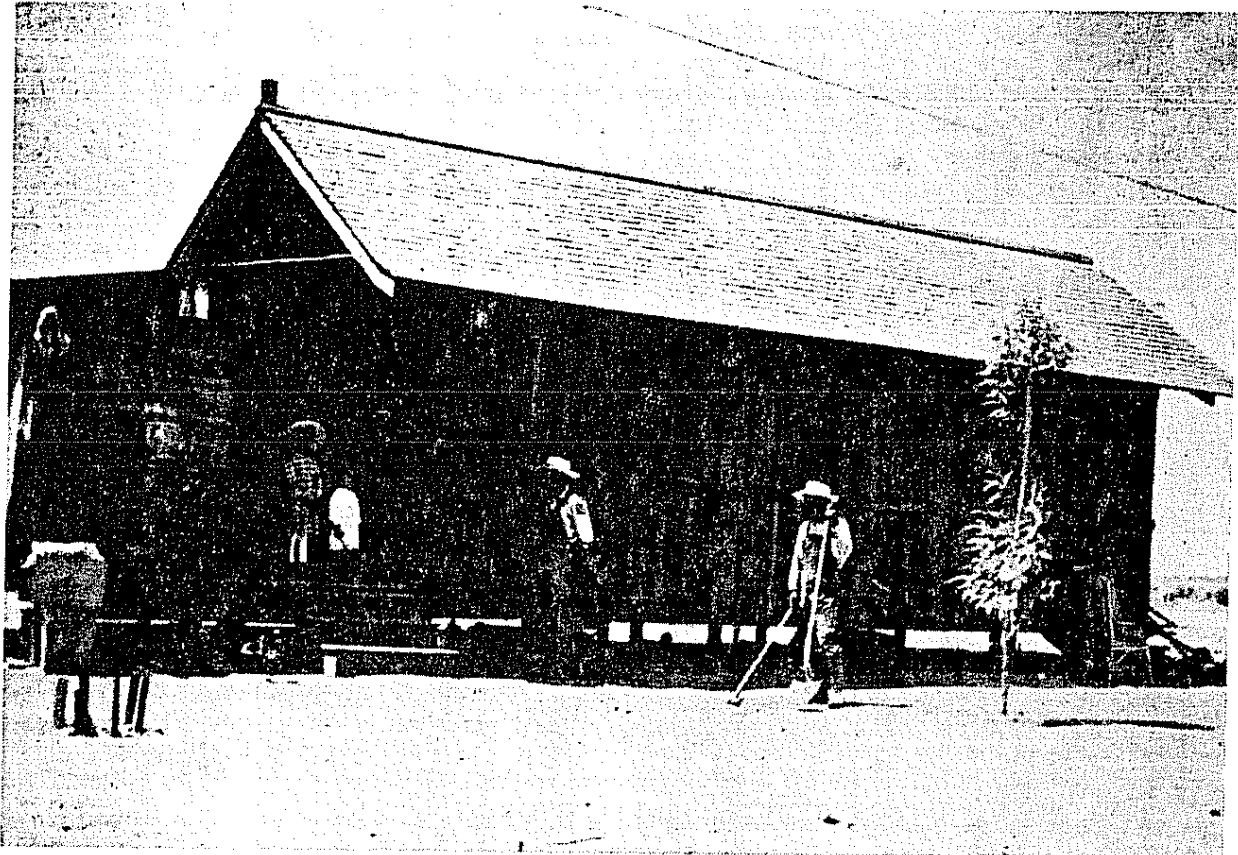
Grosse Drug Store. Grosse Drugstore is located on Palmer Street. This store was owned and operated by Mrs. Mary Grosse.

Among the goods sold in the Grosse Drugstore were non-prescriptive medications and ointments.

The Grosse Drugstore is to be constructed as a 'house museum' of furnishings and articles of a county drugstore circa 1914.

Milner Barbershop. The Milner Barbershop was owned and operated by Frank Milner, who came to Allensworth in 1911, and started his business the same year.

Railroad Ticket Office. The railroad office was located in a boxcar and was operated by the Atchison, Topeka, and the Santa Fe Railroad Company. A replica of this boxcar will be located at the original site and will serve as a 'house museum'.



An Allensworth house

Courtesy of Royal Towns

The Homes at Allensworth

A House Museum/Overnight Accommodation Plan is recommended for the Allensworth homes. The institution of such a plan will accommodate the visitors to Allensworth who wish to stay overnight at the facility.

This plan would restore 15 of the houses at Allensworth to their appearance circa 1910-1915. The use of materials and personal effects of the period in the interior decorating would allow the visitor to experience the closest possible association with the lives of some of California's Black pioneers.

The following homes should be reconstructed:

- The Archer House
- The Ashby House
- The Carter House
- The Cawes House
- The Coleman House
- The Hackett House
- The Hall House
- The Johnson House
- The Overr House
- The Payne House
- The Phillips House
- The Rainbow House
- The Smith House
- The Stockett House
- The Town House

The Overr Garden

Oscar Overr, an early-day Allensworth resident, developed a garden to demonstrate the types of crops that could be grown on the site. Re-creation of such a garden is seen as a logical facet of the educational-interpretive programs.

Agricultural Area

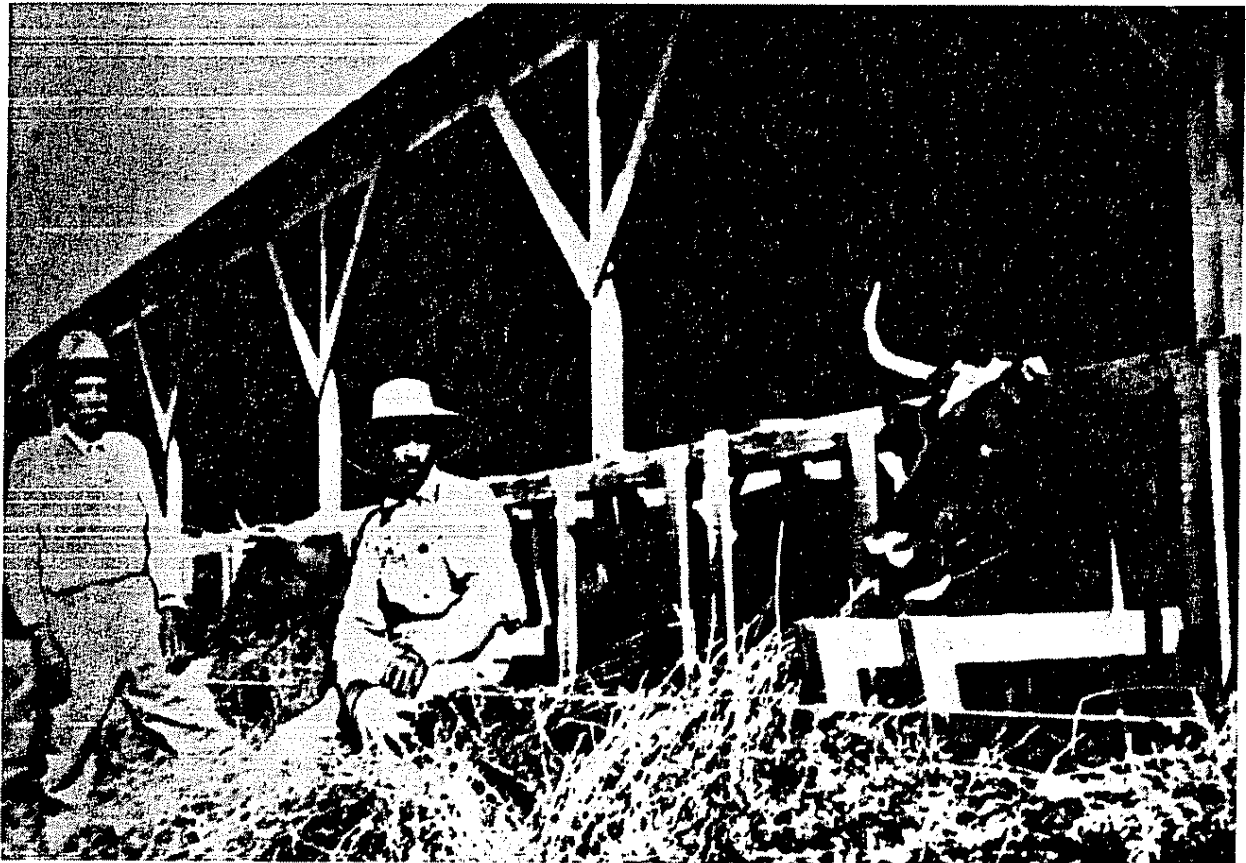
The agricultural area will include an example of the farming of the 1908-1918 period.

An area devoted to a demonstration of farming as it was in the prime interpretive period would be accomplished with equipment, materials, methods and crops of that period. This would be an important part of the interpretive program. In addition to telling part of the Allensworth story, it would capture a vanishing mode of life.

The extent of agricultural areas which should receive historic operation needs more research and study. Assuming that not all of the agricultural zone of the park is needed for the historic farming, and assuming that it will not be economically advantageous to operate all the agricultural lands of the park in an historic manner, it is suggested that some of the agricultural lands be maintained in today's contemporary manner.

It is desirable that the state control these lands to protect the environment, but they could be leased to a local farmer or farmers. This utilization of the agricultural buffer areas would represent potential revenue to offset operational costs of the park.

Faculty from the California State University at Fresno have expressed interest in involvement in agricultural programs at the park. The Department of Education and the Superintendent of Public Instruction, Wilson Riles, have expressed support of the institution of an Environmental Living Program at the park.



Livestock at Allensworth, 1911

Courtesy of Royal Towns

Support Facilities

The Orientation and Interpretive Building will be located at the north end of the park unit. The facilities will be architecturally compatible with the town's historic atmosphere.

A parking area north of the Visitor Orientation building will accommodate 175 cars and 10 busses. The area will be landscaped to provide screening and shade.

The facilities are divided into four sections:

Orientation Area. This area within the building complex will provide the visitor with an overview of the park through the use of films, graphics and other displays relating to the life of Colonel Allensworth and the town of Allensworth. Included in the building will be a theatre which will seat approximately 100 people.

Educational and Cultural Area. This area will contain meeting rooms for seminars, lectures, forums, etc. This area could be put to good use by organizations wishing to hold conferences and by schools having field trips for students.

Library. This area will provide a study and research facility for visitors, including persons in an Environmental Living Program. (See Appendix.)

Administrative Facility. This area will serve as the office for the rangers and interpretive personnel. Its purposes will include visitor contact and park administration.

A 25-unit campground, plus two multi-use areas are proposed for a location north of the Visitor Orientation complex. Tree and shrub planting will be provided for shade and screening. The campground and multi-use areas will be adjacent to the day use area, which will serve as open play area for campers and provide buffer space between these developments and the historic town.

The day use area is divided into two general areas, one to the east of the Orientation and Interpretive building and one to the west. The west side is identified for open outdoor play and has 50 picnic sites. The east area is proposed as a more passive area, for outdoor history programs, with outdoor classes, lectures, and some exhibits. This day use zone will provide a good transition into the historic town site. The plantings and space of the day use area will provide screening and buffer between the parking area and the Orientation and Interpretive building and between the Orientation and Interpretive building and the historic core of the town.

The service area and employees residence sites are located in the southeast corner of the park. This location will avoid intrusion upon the historic townsite and is apart from the main visitor area. It is readily accessible from county roads and access to it by service vehicles does not involve any passage through the town by modern vehicles.

Plantings of lawns, shrubs, trees and ground covers will be appropriate in the support facilities area.

Concessions

There is a need for the provision of basic goods and services in Allensworth and the proposed Colonel Allensworth State Historic Park. These needs can best be met by concessions that involve local people.

The Department has developed the following objectives for the concessions plans for the Colonel Allensworth State Historic Park:

1. To provide to the residents of and visitors to the park, at reasonable prices, the necessary goods and services that are required to make the park an enjoyable and pleasant overall experience;
2. To provide employment and business opportunities to the residents of Allensworth and to others who can provide quality goods and services in a sensitive, businesslike manner that is in keeping with the spirit of the park's development;
3. To maintain and operate the concessions according to the highest standards of quality business operations, as exemplified in other state park concessions.

Carrying Capacity

The carrying capacity plan that follows will be discussed in terms of: (1) the resources to be protected; (2) the capacity of the parkland to withstand the physical forces exerted upon it; and (3) the number of persons a given sub-unit of the park can support without overcrowding or environmental damage.

The primary resources to be protected are historic structures, artifacts, sites and environment that form the historical basis of the park. These resources are primarily contained in that area of the park designated as the historic townsite.

An important carrying capacity consideration is the number of people that can occupy the site without downgrading the historic effect. Staff has estimated a carrying capacity of 750 people at any given time. This is based on an average of six persons present at most historic structures, and full, but not overcrowded use of various facilities as listed below. Occasional visitation in excess of the stated carrying capacity may occur, as happens when special events occur at historic units of the Park System. Temporary sanitary facilities can be installed for such events and future plans for the park should anticipate a need for temporary overflow parking units.

Capacity and attendance figures are based on projections that the park, when fully developed, will accommodate visitors with facilities full, but not overcrowded, in the following manner:

1.	The Orientation and Interpretive Building, with conference facilities, display rooms and a small auditorium.	100 people
2.	Twenty-four restored or reconstructed buildings in use as house museums with an average of six occupants at any given time.	144 people
3.	Hotel, reconstructed. Eight rooms for lodging with a total of ten occupants at any given time.	10 people
4.	Eating facilities:	
	Restaurant in (reconstructed) hotel — 25 people	
	Short order service in bakery and residence, both historic reconstructions — 25 people	50 people
	Environmental live-in group	26 people
6.	Tent houses — 20 occupants at any given time.	20 people
7.	Agricultural exhibit	40 people
8.	Miscellaneous day-use areas	
	50 sites x 4 people	200 people
	Open play area	30 people
	Outdoor history exhibit	30 people
9.	Twenty-five sites x 4 people =	100 people
	Two group camps =	50 people
	if 80% are counted elsewhere as day use visitors, then 20% of 150 =	<u>30 people</u>
	Total	680 people
	Visitors in motion between facilities	70 people
	Peak planned capacity	750 people
	Day use turnover, normal peak day	200 people
	TOTAL VISITORS, normal peak day	950 people

Assuming a day use turnover of 200 people added to the peak design capacity of 750 people, it is estimated that there will be visitation on a normal peak day of 950 people.

Annual attendance is estimated to be equivalent to operation of 100 days at normal peak capacity. This is a formula used by the Department's Statewide Planning unit.



Colonel and Mrs. Allensworth



Interpretive Program

Historical Background

When the California Colony and Home Promoting Association filed the Allensworth township site plan with the Tulare County Recorder on August 3, 1908, it represented both the culmination of years of prior planning and organization and the start of what was to become the present town of Allensworth.

The founder of the townsite of Allensworth, Allen Allensworth, was born a slave in Louisville, Kentucky, on April 7, 1842. In the spring of 1854 he was sold "down river" for having attempted to learn to read and write, something that Blacks were prohibited by law from doing in the south. In 1855, at the age of thirteen, because of the harsh treatment he received at the hands of the plantation's overseer, Allensworth decided to run away. He was discovered, however, and sold at auction to a slave dealer in Henderson, Kentucky, for \$960. He was again taken "down river" to Memphis, Tennessee, put in a "slave pen," and put up for sale for \$1,200. He was not purchased, and he was therefore taken further "down river" to New Orleans, where he was confined to a "nigger pen" with more than 1,000 other slaves. He was eventually purchased by Fred Scruggs, a horse and slave trader, to be trained as a racehorse rider. Scruggs moved his horses and slaves to Louisville in anticipation of the upcoming horse races, but when the Union forces neared Louisville, the races were cancelled. Allensworth fled behind the Union lines and was permitted to work as a "nurse" attached to the Hospital Corps of the 44th Illinois.

In April, 1863, Allensworth joined the United States Navy and rose from the rank of first class seaman to first class petty officer in a very short time. He was honorably discharged on April 4, 1865, after which time he worked in the Commissary of the Mount City Navy Yard. In 1867, he and his brother opened two restaurants in St. Louis, which were tremendously successful, but Allensworth "got religion," sold the restaurants and joined the Baptist Church. He was ordained a minister on April 9, 1871, and thereafter held several pastorates in Kentucky and Ohio.

In 1882, a Black soldier urged Allensworth to use his influence to secure the appointment of Black chaplains of Black regular army regiments. Learning that the chaplain of the all-Black 24th Infantry would be retiring, Allensworth decided to seek the appointment. After much negotiating and power politics, Allensworth was appointed April 1, 1886, by the President as chaplain of the 24th Infantry with the rank of Captain.

Throughout his long and illustrious career, he was stationed at several camps in the United States and the Indian Territory and participated in the Spanish American War and the Philippine Liberation. Not only did he take care of the Black soldiers' spiritual well-being, but he was also responsible for teaching them English and seeing to "their moral education and entertainment."

Allensworth retired from the United States Army on April 7, 1906, with the rank of Lieutenant Colonel, the highest ranking Afro-American in the United States armed services at that time.

After retiring, Colonel Allensworth traveled extensively throughout the midwestern and mideastern states lecturing on the need for Afro-Americans to initiate programs of self-help so that they might become economically, socially, culturally, and politically self-sufficient.

Noticing that hundreds, if not thousands, of Blacks were migrating to California to avoid the *de jure* segregation policies and practices of the south and the *de facto* discriminatory policies and practices of the north, Colonel Allensworth also decided to go west. He moved to Los Angeles and immediately began to search for an area in which he and other Afro-Americans might settle and establish a viable community, a dream he had nurtured for many years as a result of his own experiences and those of other Afro-Americans of the most vile forms of discrimination. He was touched by the lowly condition of black people, with whom he was surrounded, and his pity, his indignation at the injustices they had to endure, his zeal for their relief and improvement, and his remarkable self-control under many provocations made him a valuable citizen.

Hearing that land was very rich and readily available in the southern portion of the San Joaquin Valley, Colonel Allensworth investigated and found the land to be extremely fertile, land costs reasonable, surface water abundant and underground water tables exceedingly high.

Returning to Los Angeles, Colonel Allensworth, along with several others, founded the California Colony and Home Promoting Association. With Colonel Allensworth as president of the association, plans were developed to establish an all-Black community in the southwest corner of Tulare County. The community became a reality on August 3, 1908, with the filing of the township site plan. In an article in the August 7, 1908 issue of the *Tulare Register*, it was noted, "The town, which is to be called Allensworth, is to enable colored people to live on an equity with whites and to encourage industry and thrift in the race." It also declared that "Allensworth is the only enterprise of its kind in the United States."

The rapid growth of Allensworth necessitated the establishment of public services. The first of these was the Allensworth City Water Company, which was established on December 8, 1908.

The next service which was started in the community was the Allensworth School District. The first classes had been held in the home of Mr. Hackett, as early as 1909. But, in 1910, the people of Allensworth secured a county school through a Mr. Walker of Visalia, the County Superintendent of Schools, and in that same year, the first school was built. The Allensworth School Board consisted of Mrs. J. Allensworth, Mrs. O. Overr, and Mr. J. W. Hall.

The school was a regular county school with one teacher. The Colony chose a Black teacher, Mr. William Payne. Mr. Oscar Overr donated the lumber for the building and the Alpaugh School District supplied money for the teacher. The size of the classes soon made it necessary for the people to build a larger school, the Allensworth Elementary School, which still stands today. The former school building became the "Mary Dickinson Memorial Library" and reading room.

This library was started by Mrs. Allensworth. She donated the land which this building stood on, remodeled and redecorated the building, and made it suitable for a library. Books were donated by her husband, Colonel Allensworth, and Mrs. Ballard of Fresno, Mr. Greek of North Dakota, Jerry Williams of San Francisco, and many others. It was one of the largest libraries in the state in terms of circulation.

There were three churches in the town — the First Baptist Church, the Methodist Zion, and the Seventh Day Adventist Church. The Baptist church held their services in a building on the corner of Stowe and Young streets; the Methodist church held theirs in the Allensworth School when a visiting minister came to town, and the Seventh Day Adventist church held their services in the home of Joshua Singleton.

In 1914, Allensworth was made a voting precinct and a judicial district. In a move that was applauded by all of the surrounding communities, Allensworth elected Oscar Overr, a Black man, to the position of Justice of the Peace, and at the same time elected William Dotson constable of the community.

There has been much controversy over the water problems which engulfed the community of Allensworth in 1912. At the time of settlement there was plenty of drinkable water available to the potential settlers. However, the water supply became a problem and blossomed into a full-blown crisis.

In 1911, both water companies were declared inactive by the Secretary of State's office in Sacramento, for non-payment of corporate taxes. The Pacific Farming Company, then seized control of these two companies and declared that no more land could be sold to Blacks.

According to the *Tulare Weekly Review*, October 2, 1913, the Allensworth people successfully negotiated an agreement with the Pacific Farming Company regarding the irrigation of the land in the colony. The Pacific Farming Company accepted the terms of colonists, which stated that the Allensworth Rural Water Company would be returned to the colonists, the present officers would resign, and new ones would be elected from the people of the town. In return, the Pacific Farming Company would issue one share of stock in the water company for every acre of land under cultivation. They would also put in electric pump plants, to increase the water supply from 115 to 175 inches, which would be more than abundant for crops in the area. As more land was cultivated, the farming company promised to put in additional pumps.

The people of Allensworth eventually won an agreement with the Pacific Farming people, over the water rights question, but this was only the beginning of their troubles.

Colonel Allensworth had another dream and it was to start an institution for Blacks in California. He and Mr. Payne, the teacher at the Allensworth School, did not like to see so many of



School children of Allensworth, 1911

Courtesy of Royal Towns

the young Blacks not going to school at all, or going back to the old South to receive higher education or vocational training. Although some of California's schools were not segregated at this time, it was difficult for Blacks to get higher education, both economically as well as socially.

Allensworth and the people of the colony proposed a Vocational School for Blacks to be established inside the town. This plan, however, had to have the endorsement of the state legislature. Although they had the support of legislators in both Tulare and Fresno Counties, the plan was defeated and branded by both the White community and the Black community as racist in nature.

The reason for this particular reaction on the part of the Black community was two-fold. First, they had seen countless examples of separate facilities which were always unequal. Secondly, many felt that the Black teachers and professors lacked the professionalism required to teach their children. It was this type of mistrust which made it easy for the Whites to say, "You do not want the Negro to administer to you and neither do we want him to administer to us."

To make matters worse, prior to the legislative battle which was to accompany the plan for the vocational school, Allensworth was to suffer a great shock.

On September 14, 1914, Rev. Allen Allensworth was killed in a motorcycle accident. His funeral was held at the Second Baptist Church in Los Angeles, and he was buried with full military honors, while the state and the nation mourned the passing of a great man.

The years 1914-1915 were very crucial in the survival of the town. With the death of Colonel Allensworth, the charismatic leader of the town, the people needed to pull together for leadership. Apparently, Oscar Overr, the newly elected Justice of the Peace, and William Payne, the school principal, filled the void caused by the death of the Colonel.

However, just when things seemed to be going well, the battle for the Vocational School took place and cast a shadow on the development of the town. The defeat Allensworth suffered at the hands of the people of the State of California concerning the Vocational School turned out to be just one of the many defeats the town was to experience during the next fifty years. With the defeat of the school measure in the legislature, Allensworth lost potential income which could have kept the town afloat economically.

But the defeat of the proposed Vocational School did not stop the residents of Allensworth. The people began to diversify their economic base. Many of them opened new businesses, and tried new methods of farming.

The diminishing water supply forced many of the residents to change from agriculture to livestock. Some of the residents were quite successful in their endeavors to adapt to their changing economic environment.

As time went on, the people of Allensworth tried many new and innovative ideas in an attempt to keep their community viable. And, in the final analysis, these people should be commended for their efforts, for they were true pioneers in their own special way.

In addition to specific historic information about persons associated with the organization and founding of Allensworth, the significance of the colony as a cultural phenomenon cannot be ignored. In the economic and social context of the United States, Allensworth represents a most remarkable achievement. Only 40 years prior to its creation, Blacks in California were excluded by law from homestead lands. One historian pointed out that by the wording of the (California) Homestead law, a colored man could not acquire a homestead plot of land. He might even purchase a home and, yet, if a white person should claim the land, a colored person could not go into court and testify in his own behalf.

It is clear that Afro-Americans in California, at the time, enjoyed no more rights than their fellow Afro-Americans in the north and the south. When California became a state, the territory was dominated by southern democrats and northerners who were generally unsympathetic towards Afro-Americans. As a result, California did not become a part of the Union until several years after it had been acquired from Mexico during which time the debate waged over whether or not it would be admitted into the Union as a "free state" or a "slave state."

Even though California did come into the Union as a "free state", immediately thereafter laws were passed that relegated Afro-Americans to a status a little above that of a slave. Blacks could not vote. Blacks could not join the militia. Blacks could not attend the same schools as Whites. Blacks could not frequent the same places of public accommodation as Whites. Blacks could not testify against Whites. Blacks were otherwise economically and politically deprived, socially ostracized, and culturally demoralized.



Resident of Allensworth, 1911

Courtesy of Royal Towns

In contrast to this, Allensworth represented for its inhabitants a refuge from the White-dominated political structure and an opportunity to gain access to the land which had been denied them for so long. There can be little doubt that the residents of the colony viewed their lives in these terms. In an interview with one of the settlers, Delilah Beasley quotes William Wells: "I am trying to prove to the white man beyond a shadow of doubt that the Negro is capable of self-respect and self-control." In short, the cultural meaning of Allensworth at the time of its founding focused squarely on the promotion of individual self-reliance and self-respect among Black citizens of California.

Current Cultural Resources

The current cultural resources of Allensworth include existing architectural artifacts, public facilities, and organizations and persons.

The Allensworth townsite consists of 127 individual parcels in lots of 25 feet x 150 feet or multiples thereof. The number of existing structures on the original townsite is 20 to 25, many of which are abandoned and in a state of disrepair. Of the more outstanding architectural examples are the Allensworth school, the original Allensworth house, and one residence constructed of adobe blocks. In general, the architecture is functional and well suited to the climate. The ages of structures vary, but most were constructed during the period 1908 to 1920.



People of Allensworth



Courtesy of Royal Towns

Interpretive Period

The period of interpretation for the Colonel Allensworth State Historic Park project will be 1908-1918.

The significant dates of interpretation are:

- o June 30, 1908 — Founding of the California Colony and Home Promoting Association
- o August 3, 1908 — Filing of tract and township site with the County Assessor's Office, Tulare County
- o December 8, 1908 — Filing of Articles of Incorporation with the Secretary of State's Office for the Allensworth City and Rural Water Companies
- o 1909 — Arrival of the first families at Allensworth
- o 1910 — Establishment of the Allensworth School District
- o October 2, 1913 — Water Agreement with the Pacific Farming Company
- o 1914 — Construction of the new Allensworth Elementary School
- o August 1914 — The establishment of Allensworth as a voting and judicial district
- o 1914 — Establishment of the library
- o 1915 — The introduction of the Scott Bill in the California legislature

Interpretive Themes

There are four basic themes for the interpretive aspect of Colonel Allensworth State Historic Park:

- I. The Life of Colonel Allen Allensworth
- II. The Dream and the Establishment of Allensworth, California
- III. The Institutions and Life-styles in Allensworth
- IV. The Town Structure

These themes will serve to break down the interpretation of the project into four basic areas. Each area will be further divided into the several sub-themes that are listed below.

Theme I:

- A. Colonel Allensworth's life as a slave
- B. His education and call to the ministry
- C. His military career
- D. His philosophy and dream

Theme II:

- A. The purpose for which the town was started
- B. The mood of the state and the nation, regarding Blacks
- C. The Black situation at this particular time
- D. Why the community was established in the lower San Joaquin

Theme III:

- A. Important institutions at Allensworth
 1. The Allensworth Elementary School
 2. The Churches
 3. The Associations
- B. The business community
- C. Social and cultural activities

Theme IV:

- A. Water sources and supply
- B. Economic base and diversification
- C. Leadership structure

Interpretive Areas

Interpretive Area I.

- A. Visitor Information Center

Facility: Visitor's trailer (temporary)

Use: Visitor entrance and control

Interpret: Thematic approach to introduce the period, mood, storyline, and layout of the Allensworth State Historic Park unit to the visitor. Flow of history of the life of Colonel Allen Allensworth, and the town of Allensworth, California.

Methods: Film, graphics, displays

- B. Visitor Information/Cultural Center

Facility: Administration Center (permanent)

Use: Visitor entrance, control, orientation, and information

Interpret: See I-A

Methods: Film, graphics, displays, lectures

Interpretive Area II.

Allensworth Elementary School

Facility: Classroom of the Allensworth Elementary School

Use: House museum of a regular county school classroom, circa 1910

Interpret: Historical and cultural explanation of the role played by education in the philosophy of Colonel Allensworth

Methods: Self-guided house museum

Interpretive Area III.

A. Colonel Allensworth Residence

1. *Facility:* Livingroom of the home of Colonel and Mrs. A. Allensworth

Use: House museum of the style of accommodations typical of the homes in Allensworth

Interpret: Historical explanation of the furnishings in this particular room

Methods: Self-guided house museum, collections

2. *Facility:* Kitchen of the Allensworth home

Use: House museum of the methods and utensils used in food preparation in the early 20th century

Interpret: Historical and cultural explanation of cooking, food preparation, utensils, and modes of nutrition

Methods: Cooking exhibit, displays

3. *Facility:* Bedroom of the Allensworth home

Use: View of the sleeping quarters of the Colonel and Mrs. Allensworth

Interpret: Historic explanation of bedroom furnishings used by the Allensworths

Methods: Self-guided house museum

4. *Facility:* Grounds of the Allensworth Home

Use: Outdoor exhibit of a typical "yard" in Allensworth

Interpret: Explanation of the agricultural and landscape features as they relate to the overall picture of Allensworth

Methods: Self-guided outdoor graphics

Interpretive Area IV.

Allensworth Railroad Depot

Facility: Santa Fe Railroad boxcar

Use: House museum of one of the mediums of transportation to and from Allensworth

Interpret: Historical explanation of one of the symbols of outside influence into the community

Methods: Self-guided house museum

Interpretive Area V.

A. Post Office/Singleton's General Store

1. *Facility:* Allensworth Post Office

Use: House museum of one of the methods of communication in Allensworth

Interpret: Historical explanation of one of the symbols of outside influence on the community

Methods: Self-guided house museum

2. *Facility:* Singleton's General Store

Use: Concessions Stand

Interpret: Historic symbol of business activity and growth in Allensworth

Methods: Concessions Stand

Interpretive Area VI.

Drugstore

Facility: Mrs. Grosse's Drugstore

Use: House museum of business activity in Allensworth

Interpret: Historic symbol of business activity and growth in the community

Method: Self-guided house museum

Interpretive Area VII.

Allensworth Farm

Facility: Farm Complex

Use: Environmental Living Program

Interpret: Historic farming techniques, modern farm techniques, and experimental farming

Method: Outdoor exhibit

Interpretive Area VIII.

Overnight Area(s)

Facilities: Allensworth Hotel and homes

Use: Overnight accommodations for visitors and participants in the Environmental Living Program

Interpret: Mode of architecture, and personal life-styles at Allensworth

Method: Overnight visitation

GENERAL DEVELOPMENT PLAN

LEGEND

1. Mary Dickinson Memorial Library
2. Allensworth Hotel
3. Bicker's General Store (1908-1912)
4. Grosse's Drugstore*
5. Milner House/Barbershop
6. Smith House
7. Singleton's General Store/Post Office*
8. Hindsman's General Store
9. Hackett House
10. Hackett's Lumberyard
11. Stockert House
12. Bakery
13. Mail Catch
14. A.T.S.F. Stationmaster's Office
15. Railroad Ticket Office*
16. Water Tower
17. Allensworth Elementary School*
18. First Baptist Church
19. Livery Service
20. Blacksmith Shop
21. Dodson's Restaurant
22. Coleman House
23. Carter House
24. Phillips House
25. Allensworth House*
26. Ashby House
27. Rainbow House
28. Well and Reservoir
29. Overr's Agricultural Exhibit
30. Visitor's Center (Initial Dev.)*
31. Ranger Residence*
32. Service Yard (Initial Dev.)*

*Notes Undeveloped

Research has not determined location of the following:

- Payne House
- Hall House
- Town House
- Archer House
- Black House
- Overr House

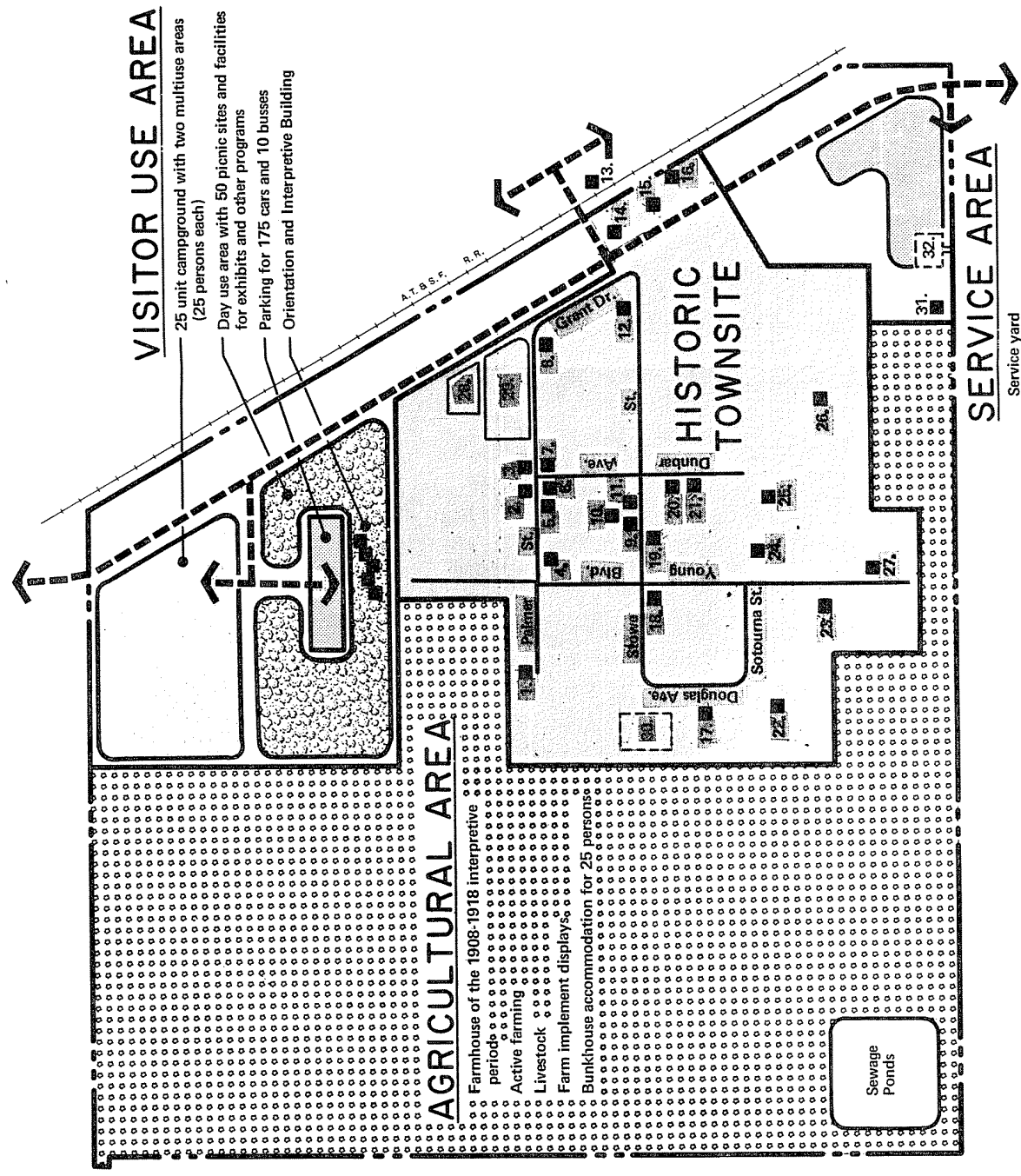
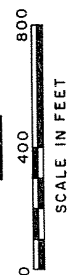


FIGURE 4

V ENVIRONMENTAL IMPACT REPORT



Chapter V ENVIRONMENTAL IMPACT REPORT

Project Description

This General Development Plan provides the guidelines for the development and management of this unit of the State Park System. Subsequent budget requests will, upon approval of the legislature and governor, provide funds for the park development. Detailed EIRs will be prepared when those budget requests are made.

Ultimate objectives of the project include the restoration or reconstruction of various structures to recreate the town of Allensworth as it existed during the 1908-1918 period, and to provide for the use and enjoyment of the park by the public.

The plan calls for: the construction of an orientation and interpretive building; the development of a 50-unit picnic area; the construction of a service area including ranger residence, service yard and employee parking; the construction of a 25-unit family campground and two multi-use areas, which can be used for picnicking or camping; the construction of parking for 175 cars and 10 busses; the development of utilities; the restoration or reconstruction of up to 30 historic residences, 15 of which will be made available for lodging up to 64 visitors; the restoration of the hotel, which would lodge 16 people; and the erection of tents, an historic form of temporary dwelling at the town, which may accommodate approximately 30 people; and the development of an active farm within the agricultural area.

General scope of the ultimate project can be gauged by the projected visitor capacity, which is 750 people during full occupancy of facilities. Dual use of some day use facilities would occur on some days when the park reaches full capacity, and an estimated turnover of 200 visitors would raise the one day potential of the park to 950 visitors. Department formulas for estimating annual attendance put the potential visitation at 95,000 people per year when the park is fully developed.

Existing structures in the park include historic buildings and some contemporary dwellings which have been purchased by the state and have been, or will soon be, vacated to allow for reconstruction or razing, as may be appropriate, to recreate the historic scene.

Projected Environmental Impacts

An important intended impact is an improvement in the overall social environment of California. This is because the park is meant to serve as a valuable educational vehicle for developing a sense of pride in Black Californians and a greater sense of appreciation among non-Blacks for the contributions Blacks have made to the development of California.

The interpretive programs will seek to develop for the visitors a greater appreciation for the land.

The park will, therefore, affect the long-range decisions on the use of the area. To maintain the environment around the park, Tulare County will cooperate by establishing appropriate zoning controls.

The park acquisition has had an effect on the 19 families who resided within the historic zone. Most of these people have been moved, generally to nearby communities.

When the park reaches full development, commercial services will be necessary to serve park visitors. Those services that can be provided within the park as a re-creation of former enterprises will be encouraged; this will add vitality to the park experience and will offer convenience to the visitors. The state will join with local government in planning for the location of non-historic types of service that are deemed desirable. Similarly, any residential needs that are generated will be dealt with as required.

Unavoidable Adverse Environmental Effects

Adverse effects of the park development will be largely those resulting from accommodating visitors.

- o Roads to the park will carry additional traffic because of the park attraction. Cumulative effect of that, along with non-park traffic, may result in the need to improve the highways.
- o Signs will be installed to direct people to the park.
- o Energy will be consumed as part of transportation to the park, for cars, buses, trains or other modes of transportation. Energy will be consumed in the operation of the park.
- o Until such time as vehicle control emissions are made clean, there will be added air pollution as a result of traffic generated by the park.
- o Off-site resources, such as wood and asphalt, will be consumed during park construction.
- o Roads and parking within the park may be considered an adverse visual impact, but they will be designed to minimize this effect, especially because of the need to integrate these elements with the historic period which is to be re-created.
- o Anticipated visitor use will increase water demands and waste disposal requirements.
- o Two endangered animal species have been recorded in the general vicinity of Allensworth, though not in Allensworth itself. These are the blunt-nosed leopard lizard and the San Joaquin kit fox. Increased development and visitor attendance will have an effect on these species.

Mitigation Measures Proposed To Minimize The Impact

Mitigation measures would be taken wherever feasible in connection with adverse impacts.

- o Support facilities that are contemporary in nature and necessary to complement anticipated use will be located at an edge of the park and will be well screened from the rest of the park. Design of facilities will be with the intent of having them attractive. Plantings and other screening will be utilized when desirable.
- o Motor vehicles will eventually be excluded from the townsite, at least during times of normal visitor use. Visitor parking will be in landscaped areas at the periphery of the park.
- o The Department will cooperate with local government in the disposal of wastes and in the utilization of water and other utility sources.

Alternatives to the Proposed Action

Alternatives to the project are essentially a matter of degree. A greater or lesser extent of development and visitation would increase or lessen impacts proportionately. An infinite number of designs are possible for the arrangement of facilities, but attainment of project objectives requires a development to the degree proposed. A "no project" alternative carries with it the loss of the potential social benefits.

Relationship of Local Short-Term Uses Of Man's Environment And The Maintenance And Enhancement of Long-Term Productivity

Long-term productivity is the object of this proposal. It is hoped that restoration of this site will bring economic vitality to the area and will subsequently enhance long-term productivity. At present the town of Allensworth is economically depressed, as are many other small agricultural communities in the area.

Irreversible Environmental Changes Which Would Be Involved

Possible irreversible environmental changes would include such things as commitments to highway improvements which could result from project needs.

Growth Inducing Impact Of The Proposed Action

The growth inducing impact of the project potentially includes an increase in local population and increased development for supportive services. The park staff will reside both within the unit and also in nearby communities. Some concessionaire employees may reside in the park, others in nearby communities.

Present water needs of the park are met by a local water district. The greater water needs expected after development will require improvement of the water supply and delivery system. The Department will assist in improving water quality by installing a reverse osmosis treatment system to reduce arsenic levels in the existing water supply. Improved water supply and service could facilitate the growth of areas adjacent to the park.

Present small sewage disposal needs of the park are met by trucking the wastes to an approved plant. Economics will dictate another method of disposal when substantial developments are added to the park. This proposal calls for the development of an on-site sewer system. It is also possible that the state would participate in the development of an off-site facility if such were needed for non-park service, in lieu of an on-site facility. Although an off-site facility could contribute to growth, the county zoning, which aims at preserving an agricultural zone around the park, should limit such growth.

Organizations And Persons Consulted In Preparing The Environmental Impact Report

Tulare County
The Allensworth Citizens Advisory Committee
Office of the State Superintendent of Public Instruction
Planning Consultant, Leroy Willis
Self-Help Enterprises

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APPENDIX

Environmental Living Program

Allensworth would provide an ideal setting for a unique Environmental Living Program. Allensworth symbolizes the struggle for equality and self-determination. At the same time, it provides an excellent example of a self-sufficient farming community in the early Twentieth century. The story of Allensworth and the forces that molded it is so dramatic that an Environmental Living Program located there might indeed become one of the most important in the United States. The program would be dedicated to the twin concepts of living the life of an early farming community and promoting the spirit of brotherhood among men.

The program could be developed in the following manner:

- A. During the school year, a program would be offered for elementary and high school students at Allensworth. The program would be 24 hours in length. It would be structured so that it would be accessible to students from major metropolitan areas. Programs would be offered twice a week.

Students attending the program would live and study in the school house. The upper floor of the school house would provide sleeping quarters; the downstairs would be utilized for class discussions. Students would also adopt various role-playing activities in the town. One student might become a druggist, another the owner of a restaurant or store, others might form a newspaper staff recording the events of the day.

B. Program Structure

1. An Allensworth Environmental Living Booklet, similar to publications for the programs at the Petaluma Adobe SHP and S. F. Maritime SHP, would be developed for teacher use in preparing their classes for a visit and for post-visit activities.
2. All teachers bringing classes would first attend a teachers' training workshop held at the site in order to better prepare their classes for the visit.

3. A possible schedule follows:

12:00-1:00 P.M.	class arrives, sets up, eats lunch
1:00-5:00	role-playing activities
5:00-6:30	dinner
6:30-8:00	class discussion in schoolroom
8:00-9:30	entertainment
10:00	lights out
7:00-8:00 A.M.	breakfast
8:00-10:00	role-playing
10:00-11:30	class discussion
11:30-12:00	clean-up and depart

4. Post-visit activities would include having students write a paper on their response to Allensworth. The best of these essays could be compiled for a sales publication at the park.
5. The program would be taught and coordinated by park personnel.

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